

**LIFE-LONG LEARNING  
FOR  
SURVIVAL**

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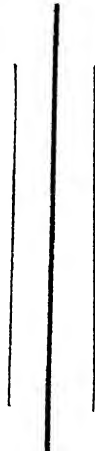
**INDIAN ADULT EDUCATION ASSOCIATION  
17 B Indraprastha Marg,  
NEW DELHI**




**LIFE-LONG LEARNING  
FOR SURVIVAL**



# **LIFE-LONG LEARNING FOR SURVIVAL**

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**Report of the**  
***SILVER JUBILEE CONFERENCE***  
***(MARCH 1-7, 1964)***

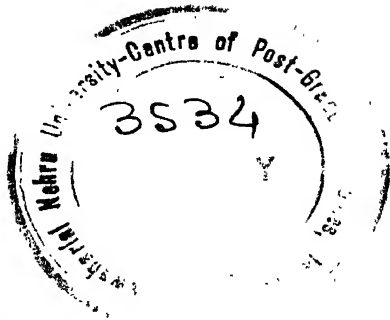
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**INDIAN ADULT EDUCATION ASSOCIATION**  
**Shafiq-Memorial**  
**17-B Indraprastha Marg, New Delhi**

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## *Preface*

Twenty-five years in the life of an organisation is not a very big period, but if within this period that organisation had seen rapid changes in social and political situations and withstood their impact, one can take a legitimate pride.

The Association was born much before India became free ; since then vast changes have taken place in the country but the purpose of adult education—to help individuals to adjust themselves to meet the new demands created in society—has remained constant. Obviously new demands have arisen and at a rapid pace. Adult Education movement had to adjust itself accordingly and the Association, during this period of change, has striven to help the movement in its evolution. It has attempted to convey the impact of the changes on adult education and invest it with a sense of direction and purpose.

To-day, we have reached a stage when “life-long learning has become the condition of survival.” It is no longer possible for us to march ahead with an uneducated citizenry. The social and educational challenges that we have to meet will require all our courage, devotion, faith and all our strength. The Silver Jubilee Conference has given us a direction. The Declaration adopted by the delegates with acclamation is a declaration of our faith, our hope and our destiny.

This report is being presented to fellow workers in the hope that they will exert themselves to bring about rapid social and economic development in our country within our life-time by making adult education a basic activity of all of their endeavours.

Shafiq Memorial  
17-B Indraprastha Marg,  
New Delhi.  
November 5, 1964.

S. C. DUTTA,  
Hony. General Secretary,  
Indian Adult Education  
Association.



*The Vice-President, Dr. Zakir Husain, being received by the Association's Vice-President, Shri Chetsingh.*



## ***Report***

The seven-day Silver Jubilee Conference of the Indian Adult Education Association held in Delhi from March 1 to 7, 1964, highlighted several aspects of the problem of securing mass-involvement in the process of change that is now taking place in India. Several well-known national leaders and eminent men participated in the Conference and helped it to come to grips with what adult education ought to do to help people understand the meaning of these changes and equip them to meet their demands.

Vice-President of the Indian Republic, Dr. Zakir Husain, who has been intimately connected with the Indian Adult Education Association since its inception, traced the changing character of adult education in his presidential address. He pointed out that, historically speaking, adult education had always been a part of the nation's cultural existence and had made possible a wide diffusion of cultural and moral values. This process gave a distinct unity to the diversity that characterised India's cultural pattern. Today, however, adult education had to be a conscious process if the implication of the changes that was taking place were to be disseminated on a mass scale. Also another important difference marking adult education from its traditional purpose was that adult education has now to explore the possibility of making educative forces self-propelling. Literacy in this context acquired a new importance.

## **A FRANK APPRAISAL**

Dr. Zakir Husain was frank and forth-right in his appraisal of what we had been able to achieve since the nation accepted social education as a part of the services the State had to provide to the community. He regretted that social education had not shown any satisfactory success and to put in proper perspective the magnitude of the task ahead, the Vice-President pointed out that by 1966 India's illiterate population in the age group 15-45 would have reached the 200 million mark. As against this our effort to make people literate was pitifully slow. In the decade 1949-59 less than 5½ million persons had been made literate. To make up for the slow progress, the Vice-President suggested that it would be necessary to make at least 50 million persons literate in the fourth plan, 75 million in the 5th and the rest in the 6th.

Dr. Zakir Husain emphasized that literacy was not an end in itself nor was social education solely to confine itself to this aspect of adult education. He pointed out that it was necessary to instil among our people the conviction that they were citizens of a free country, which was on the march to threshold of a new era. This new era was of our own free choice and deliberate action. It was, therefore, obvious that unless the broad mass of our people changed their outlook from the traditional to the rational and imbibed the ethos of scientific techniques, such planned change would be difficult. Moreover, it was necessary for them to acquire a consciousness that they were the architects of this change and rid themselves of fatalistic inertia.

## **AWARENESS OF MORAL FOUNDATIONS**

Another conviction which Dr. Zakir Husain emphasized needed to be developed among people, was an awareness of the implications of the population explosion that was taking place. He pointed out that while in the 30 years before 1921, population had increased only by 12 millions, in the 30 years after that year it had increased by as much as 109 millions. This accelerated growth of population would leave India with 555 millions in 1971 and 719 in 1981. The only way to check this phenomenal population growth was to instil among individuals

a conviction that human dignity was supreme and as such demanded consideration. As distinct from the mere animal, planning family was inherent in the nature of man and he should build-up a family as a spiritual complex. The Vice-President thus called on adult education workers to awaken among people a consciousness of this inherent dignity of human being which would not tolerate children die like flies for want of food or care or to grow into sub-human social liabilities for want of good breeding.

The third conviction which Dr. Zakir Husain wanted adult education worker to cultivate among people was consciousness of the great past which they had inherited and of the moral foundations of the Indian State. Our State was not a mere embodiment of technical competence and unlicensed power but an institution built on moral foundations. It sought to combine power with morality, techniques with ethics, progress with social justice. It was to these objectives that our people should be committed, Dr. Zakir Husain said.

Several speakers spelled out in details the broad approach to adult education that the Vice-President had sketched in his Presidential Address.

## NATIONALEINT GRATION

Shri Asoka Mehta, Deputy Chairman of the Planning Commission, who presided over a symposium on national integration warned that unless the nation moved fast enough, we would not succeed in meeting the problems resulting out of social and economic disorganisation in the country. Calling for an intensive effort to create a climate of endeavour in the country, Shri Mehta said that the creation of a will to achieve economic development was the one thing that was not limited by factors beyond human control.

Shri Mehta said that educationists, particularly those engaged in the work of social and adult education could greatly help in accelerating the pace of development and in hastening the process of social change necessary for it. Emphasising the importance of social education Shri Mehta cited the instance of the four eastern districts of U.P. which were phenomenally poor

and backward with a per capita income of about Rs. 150/- a year which was half that of India as a whole. The faster rate of development of such areas, Shri Mehta said, depended as much on the input of material resources as on leadership available to create a social climate capable of absorbing those inputs.

Referring to the problem of national integration, Shri Mehta said that this question should be thought of in the context of social goals which we could successfully evolve in the nation as such. Shri Mehta referred to his experience as Chairman of the Committee on National Integration and said that Committee had discovered that the problem was not really as insoluble as it appeared at first sight. In fact people rallied round the nation the moment awareness developed of a problem facing the nation.

## THE LOGIC OF GROWTH

Shri Asoka Mehta pointed out the other factor that acts as a bond between different States was the logic inherent in economic development. Thus, he pointed out that irrigation problems were now being thought of in terms of river valley projects encompassing regions as a whole. Similarly for the development of electrical energy we were increasingly thinking in terms of regional grids, leading to national grids.

Dr. V.K.R.V. Rao, Member of Planning Commission, brought to bear his *expertise* as an economist on the challenge before adult education to bring about economic and social development. Speaking with an impassioned fervour, Dr. Rao established the co-relation between economic growth and investment on literacy and pledged his full support to find for adult education the maximum allocation of funds.

## UNIVERSITIES & ADULT EDUCATION

Universities in India are increasingly beginning to realise the contribution they can make in adult education. Dr. Deshmukh analysed how this new role that was emerging for the Universities could become an effective endeavour in adult education.



The University Grants Commission, Dr. Deshmukh said, had allotted a very small amount of money to universities to undertake programmes and several universities had made beginnings in these directions. More money would be necessary for universities to undertake any large scale adult education programmes which would make an effective impact of the community as such.

Dr. Deshmukh referred in this connection to adult education work done in Western countries and said that in U.K. and U.S.A. extension work of Universities was fairly widespread although it covered only a fraction of adult population.

### **INSTITUTIONAL BOTTLENECKS**

The problem of increasing our agricultural production continues to loom large over the country in spite of intensive efforts since independence. The Community Development schemes have extended their services over the whole country but the utilisation of those services is hampered because of several institutional bottlenecks. How can social education help to remove those bottlenecks ?

This was the question, Shri S.K. Dey, Minister for Co-operation and Community Development, sought to answer in his speech. Shri Dey with characteristic candour, squarely, admitted that the hopes with which social education was incorporated in the CD programmes had been belied and had not made a dent in removing the crusts of historical dust that had accumulated over social institutions.

Speaking on the functioning of the Panchayati Raj, Shri Dey said that efficient functioning of Panchayati Raj institutions were impaired by the factional conflicts in different States. In those States where such factionalism was kept under check, young leadership emerged in Panchayat elections. He specifically cited the instance of Maharashtra, Gujarat, Tamil Nad and Andhra Pradesh where the leadership in Panchayat institutions was vibrant with the urge to render these institutions useful to the community.

### **PRECONDITION FOR SURVIVAL**

These stimulating lectures supplemented by the mature

observations of Shrimati Durgabai Deshmukh, Pandit H. N. Kunzru and Shri P. N. Kripal who presided over the various meetings let the right temper for the conference to adopt with acclaim the Silver Jubilee Declaration, moved by Shri R. M. Chetsingh, a veteran of adult education movement. The Declaration called for intensified effort to provide the community with facilities for continuation education. "Life long learning" the Declaration said, "has become the condition of survival in our age. The integral place of adult education in the life of a people, therefore brooks no argument any more. The school, the college, the public library and organised opportunities for various types of adult learning ranging from literacy to continuation education must be recognised as essential components of the provision for education in the life of the people."

Warning that propaganda and preaching were no substitutes for the learning process, the Declaration called for opportunities to the people to participate in the exacting exercise of learning. Such opportunities, the Declaration said, could be provided by Voluntary organisations like the Indian Adult Education Association.

### VALEDICTORY ADDRESS

A most appropriate *finale* to the Conference was the inspiring valedictory address of Dr. S. R. Ranganathan, the world renowned authority on Library Science and a former Vice-President of the Association who said that while, during these 25 years the Association's main emphasis had been on influencing the Central Government, it should now turn its focus on harnessing the leaders who were locally influential and seek their support in adult education work. Dr. Ranaganathan said that adult education, to be effective, henceforth would have to draw into its field sages and seers who were capable of intimately communicating with the people.

### PARTICIPANTS

About 400 delegates from all parts of India and 21 fraternal delegates from foreign countries attended the Conference and took part in the deliberations of the Jubilee Celebrations.

## RESOLUTIONS

The Conference considered the suggestions made by various guest speakers and Vice-President Zakir Husain and decided that a deputation should wait upon the Education Minister and place before him the needs of the adult education movement and the perspective which should guide the Education Ministry in formulating the fourth Plan. The deputation, it was resolved would consist of Dr. Mohan Sinha Mehta, Shrimati Durgabai Deshmukh, Shri R.M. Chetsingh, Prof. Mohd. Mujeeb, Shri V S. Mathur, Shri G.R. Damodaran and Shri S C. Dutta. (The memorandum submitted to the Education Minister is given on Page 41.)

The Conference passed condolences resolutions on the sad demise of Rajkumari Amrit Kaur and Shri K.T. Mantri.

The Conference also passed the following resolutions :—

“This Conference notes with satisfaction that the Government has recognised that to build up a democratic State on a socialistic pattern of society, to develop a right mental outlook, to infuse a sense of self-help, good neighbourliness, to promote communal harmony and national integration and to understand and discharge the responsibilities of a good citizen, the removal of untouchability, illiteracy and other social evils, is essential. For this Social Education should play a decisive role in the life of individuals, families, groups, and communities.

“This Conference is of the opinion that the Social Education movement has not been given its proper place in the national plans which has resulted in our failure to keep to the national targets. This has also resulted in the field workers not being given proper service conditions under which they carry out their manifold duties.

“Therefore, this Conference recommends, that movement of Social Education be given its proper place in the national as well as State plans and in order to make this movement a great success, the service conditions of the workers in the field should be improved and made more secure.

“This Conference also recommends that a scheme of giving national awards to the field workers be instituted on the lines of national awards for teachers.”

## ACKNOWLEDGEMENT

The Conference placed on record the co-operation made available to the Association by several workers and institutions to make it a success particularly to Shri Nuruddin Ahmed, Mayor of Delhi who was Chairman of the Reception Committee; Shri B.D. Bhatt, Director of Education, Delhi, the Vice-Chairman; Shri Neki Ram Gupta, General Secretary of the Reception Committee and his colleagues Shri B.N. Chaturvedi, Shri D.R. Kalia, Shri V.B. Mahajan, Shri Kedar Nath, Shri Barkat Ali 'Firaq' and Shri A.S. Saxena.

The Conference also thanked the Governments of Nagaland, Mysore, Orissa and Gujarat for their financial assistance, the Delhi Administration, Delhi Corporation and the Bharat Scouts and Guides for their assistance for the Conference. (The Central Government and Delhi Corporation also gave grants but the communication came later).

The Conference expressed its deep sense of gratitude to the Vice President, Dr. Zakir Husain who, inspite of his pre-occupation, so graciously presided over the Conference.

The Association also expressed its thanks to Shri Asoka Mehta, Vice Chairman, Planning Commission who presided over the Panel discussions, Prof. A.R. Wadia, M.P. who participated in it, Dr. V.K.R.V. Rao, Member, Planning Commission Shri S. K. Dey, Minister for Co-operation and Community Development, Dr. C. D. Deshmukh, Vice-Chancellor of the Delhi University, who spoke on various subjects at the Conference and Pandit H. N. Kunzru, Shri P.N. Kirpal and Smt. Durgabai Deshmukh who presided over the meetings.

The Association thanked the Chief Commissioner, Shri Dharam Vira who kindly inaugurated the National Seminar and gave an at Home to the delegates.

The Conference decided to send its grateful thanks to UNESCO, IFWEA, WCOTP and other agencies for the message of greetings and expressed its gratitude to fraternal delegates and their organisations for taking part in the Conference.

## *Silver Jubilee Declaration*

We look back at the 25 years of endeavour, struggle and modest achievement which lie behind us with some measure of satisfaction. We note with thankfulness that today the country shows signs of a new awareness of the conception of the education which changing world presents to us. Knowledge is recognised today as a growing dynamic force in the life of society the world over. Traditional patterns of thought and behaviour and old modes of administration and government can no longer enable the citizens of today to prove equal to the demands which the impact of technology and industrialization make on the individual in this era of rapid change. However, we are painfully conscious of our insufficiency in the face of the needs of adult education in our land.

It is both natural and right to conserve the values in the old ; even so, we must learn the art of adjustment and adaptation to facilitate the processes of creative growth and maturity. Only thus shall we make the role of India purposeful and significant in the One World which is emerging in our age.

No educational practices limited in scope and purpose to the old systems are adequate for the essential task of bridging the gulf between the temper of science and adventure characteristic of our times and the traditional liberal outlook. Knowledge grows and widens the field of struggle and development for humanity. The assimilation of this secret of growth will

result in cultural creativity, economic productivity, social dynamism and political stability.

Life long learning has become the condition of survival in our age. The integral place of adult education in the life of a people, therefore, brooks no argument anymore. The School, the College, the Public library and organised opportunities for various types of adult learning ranging from literacy to continuation education must be recognised as essential components of the provision for education in the life of the people. This should be given unequivocal recognition in the directive principles of the Constitution.

We must never forget that propaganda and preaching are no substitutes for the learning process. It is being realised increasingly throughout the civilized world—and in theory, at least in India—that the people must share in this exacting exercise. Voluntary bodies, such as ours are an essential parts of the forces of organised advance along this path. We are glad to note that those who hold positions of authority and influence give growing evidence of recognising this truth.

We pledge ourselves anew at this stage in our development to address ourselves more dedicatedly and steadfastly to fresh endeavour in demonstration and experiment in the field of adult education. In this resolve we beseech the active co-operation and concrete encouragement of all men and women of goodwill, official and non-official, as we go forward in faith to serve our people to grow in knowledge and to march with mankind in making the world a joyful brotherhood. The presence of friends from abroad is a heartening reminder that we are not alone but are a part of an international endeavour.

## *Welcome Address*

**Nuruddin Ahmed  
Mayor of Delhi and  
Chairman, Reception Committee**

I am very happy to welcome you on this occasion of the Silver Jubilee Celebrations of the Indian Adult Education Association. I am particularly glad to offer a most hearty welcome, personally as well as on behalf of citizens of Delhi, to friends who have crossed the continents and oceans to share in the joy of their Indian brethren of adult education celebrating the 25th anniversary of this Association.

Apart from the fact that the Indian Adult Education Association had its home in the city of Delhi ever since its inception, it is befitting that Delhi should be the venue of adult educators' gathering of this importance. As in the political sphere, Delhi is now pre-eminent among the cities of India in the cultural sphere as well. The ground for this pre-eminence is given to it by its history—for, the history of a large part of India has for centuries revolved on Delhi as its axle, and the cultural ruins of centuries, from the time of Mahabharat are strewn generously over the territory of Delhi.

In recent years, the Government of India has set up several institutions of cultural and educational importance in Delhi and the people have shown great enthusiasm in putting life into these institutions. We have our National Museum in

**Delhi and the three Akademies—the Akademi of Dance, Drama & Music, the Lalit Kala (Fine Arts) Akademi and the Sahitya (literature) Akademi are housed in the magnificent Rabindra Bhavan, the house named after our great national poet, the Nobel Laureate Rabindra Nath Tagore. The All India Fine Arts Society is active in Delhi in arranging exhibitions of paintings not only of Indian but also of foreign painters. The societies for the advancement of the several Indian languages find their patrons among the citizens of Delhi.**

In modern times, the media of mass communication are of great cultural and educational importance. Delhi is the nerve centre of these also. Its news-papers, including the Sunday editions are the most out-standing dailies in the country. The Delhi publishers lead the rest of the country in the matter of book production in Hindi. Our cinema houses are some of the finest and the largest in the country and Delhi has many film societies which exploit the cultural value of celluloid for the benefit of the masses. Above all, the All India Radio has become a great source of culture and education of our people. It gives us a concentration of talent in this respect which no other city in India can hope to match.

If we take Adult Education in its true meaning as education penetrating into the various aspects of adult life, these institutions provide a rich fare of adult education to the citizens of Delhi and so directly or indirectly to the people of India. However, even in the narrow sense of the word, Delhi has a claim to a leading place among the cities of India. It has the highest percentage of literacy in the country.

The Delhi Municipal Corporation and the New Delhi Municipal Committee run a number of Social Education centres for men and women in the city which carry on a number of adult education programmes. The Directorate of Education has done splendid work in reducing illiteracy in rural areas and providing constructive channels as an outlet for the flow of energy of rural youth. It also runs two successful Janata or People's colleges in the country—one for men and another for women. Its "Caravan of Knowledge" carries education in agriculture, health and sanitation through audio-visual programmes to the very homes of the rural folk.



Apart from the Indian Adult Education Association, we also have here the National Fundamental Education Centre, the premier research and training institute of adult education in India. The Jamia Millia, which has done very valuable work in adult education in the country is also located on the banks of the Yamuna, a little way from the National Fundamental Education Centre.

The Delhi Public Library, characterised by UNESCO as the "busiest public library in Asia" issues over a million books every year. It sponsors many adult education activities among members and non-members and provides a home for many cultural organisations. At present the Delhi Library Board is engaged in spreading a net-work of subsidiary libraries in the territory of Delhi.

I believe, I have justified the pride which our city has in playing host to this distinguished gathering of adult educators on this happy occasion of the Silver Jubilee of the Indian Adult Education Association. How far we have been able to discharge our obligations as host, is not for me to say. You may find something lacking in our arrangements for the accommodation of delegates and other conveniences. Our transport system may also appear primitive to some of our foreign guests. Finally, we may fail to provide a full and satisfying fare of cultural entertainment which add spice to conference of this kind. In all this, I can only crave your indulgence and ask you to forgive our faults and failings.

Friends, it is not for me to tell you of the importance of adult education in our society. I leave it to abler and more expert minds to do so. I will only express here my belief that on adult education depends the future of our civilization in the coming decades of this very important century in the history of mankind. I express the hope that in your Conference and Seminars, you will produce results which will be of lasting benefit. I am sure, whatever practical results come out of your meetings and deliberations, the country will welcome them and the Government will do its utmost to give assistance in implementing them. I wish you a very fruitful time during the coming week and wish you all the success which your cause and the devotion to the cause deserve.

## *Welcome Address*

**Dr. M. S. Mehta**  
**President, Indian Adult**  
**Education Association**

This is a red letter day for us. It is a heart-warming occasion for the Indian Adult Education Association to meet for celebrating its Silver Jubilee. Our era raises year after year an abundant crop of new Societies, Associations and Corporations with a variety of objects and programmes. However, speaking generally, their death rate is probably even higher than their high birth rate. It is, therefore, no small comfort to us that this Association has survived to an age of twenty-five years. And, as I shall briefly explain a little later, they have been active, fruitful and hope-inspiring period so far as the pursuit of our objective goes.

To you, Sir, our Association is not some unknown name. Dr. Zakir Husain has been one of the foremost educational thinkers of contemporary India. His bold vision and pioneering spirit in the field of education are symbolised in the life and growth of Jamia Milia. He has been associated with our organisation as its Vice-President for many years. It is, therefore, a great honour for us to welcome him here in our midst today.

The work and destiny of this Association have been



*Dr. M. S. Mchta delivering the Welcome Address.*



fortunately guided in the past by some able and eminent persons such as Shri Rustan Masani, the late Dr. Amara Nath Jha, Shri Khwaja Saiyidain and Dr. Veni Shanker Jha. Dr. Amara Nath Jha was President of the Association for a decade. They nurtured this Association in its formative years and infused in it strength of spirit and power of growth. To these predecessors of mine I render our tribute of gratitude.

This is a suitable event for paying homage to another distinguished son of India whose life and example was a sermon on selflessness and devotion to the cause of Adult Education. I refer to the late Shafiq-ur-Rehman. This headquarters of our Association bears his name as a tribute to his memory and a monument to his dedicated life.

As the only national institution in the field of Adult Education, this Association has laboured patiently, steadily and earnestly to promote its main purpose so that Adult Education becomes an integral part of India's educational system. This effort has not been altogether fruitless as is borne out by the fact that in our first Five Year Plan, Social Education was given a place of vital importance in its development programme.

At the same time it is also true that official thinking largely remained a mere recognition of a principle. In actual implementation it unfortunately fell short of adequate realisation. Conviction about the social importance of Adult Education was not supported in an equal measure by action. This is evident from the fact that while Rs. 202 crores were provided for education in the First Five Year Plan with a total outlay of about 2000 crores, Social Education received a paltry sum of Rs. 5 crores. Similarly in the Second and Third Five Year Plans the corresponding figures were—

#### Second Plan

Total outlay	4600 crores
For all sectors of education.	358 „
For Social Education	5 „

### Third Plan

Total outlay	8000	„
For all sectors of education.	755	„
For Social Education	25	„

*N.B.*—The provision of 25 crores for Social Education comprised of 5.6 crores in the Ministry of Education's budget and 19.6 crores in the budget of the Ministry of Community Development.

The extremely meagre allotment for Social Education was bad enough and disappointing enough, but what is even more distressing is that out of the 25 crores allotted for Social Education, no less than 15 crores have been diverted to agricultural production. It was a grievous wrong and sent a wave of discontent among people who were interested in social progress and social reconstruction.

However, such rigidity and lack of imagination often characterise governmental approach in dealing with new problems, new situations and in devising new methods of progress. The zeal and idealism required for conceiving pioneer schemes of education are not ordinarily born in Government offices. This is true all the world over. These qualities, by and large, spring from voluntary bodies. The vision, the courage and the enthusiasm required for breaking new ground and forging patterns for plans of informal education needed for adult men and women come first from individual thinkers and non-official organisations. Besides, voluntary agencies achieve the purpose far more effectively and expeditiously and with much less expense. The story and activities of this Association themselves illustrate the truth of this observation. Its task has been difficult and varied. In spite of inadequate resources, we can say with some satisfaction that ours has been a rewarding experience. The part that this Association has played in developing Social Education and functioning as a coordinating agency in the field has been, it is gratifying to note, recognised by the Planning Commission. In the First Five Year Plan, our Association was referred to "as a common national platform where various agencies can meet at intervals for mutual discussions so necessary for evolving a common outlook and securing coordination

of different agencies." The services of this Association have been similarly appreciated by a number of State Governments and the general public. Besides, we have received moral encouragement, even financial contributions from many countries in Asia, Europe and America.

Our Association has, in the first instance, created an awareness in educational and governmental circles for the need and value of Adult Education, as also its bearing on social and political progress and material well-being. This apparently elementary endeavour itself has been an uphill task. We still remain far behind many other countries such as the United States, U.S.S.R., United Kingdom, Canada, Australia and of Europe as judged by their achievement in the field of Adult Education, how the whole area of the life of their people has been enriched and what fine literature on the subject they have produced. With this consciousness of our backwardness this Association has planned and carried out its activities. For a country of the size of India it would neither be appropriate nor even feasible for a national organisation to be directly responsible for primary field work. The Association addressed itself to the task of building up of a storehouse of knowledge on the subject based on research, collective study and practical experience. Through its annual Seminars and Conferences this purpose was pursued under well-informed leadership. These yearly gatherings became the forum of our field workers, administrators and educational enthusiasts by establishing contacts and exchanging ideas. The reports of our Seminars and Conferences by themselves constitute, as one looks back over the years, a valuable material, a mine of ideas, methods and techniques on the broad subject of Adult Education. Besides, publication of literature both for leaders in the field of Adult Education and for neo-literates has been an important activity. Sixty five books have been already brought out. They serve as guides to our workers and cover many facets of Social Education. This is some achievement in the direction of our goal, but it is our hope that in the future our output will be greater in number and quality and even more varied in its contents. The Association has been issuing two journals, one a monthly in English and the other in Hindi which is published once in two months. The

usefulness of these magazines has been widely recognised and they have received financial assistance from the UNESCO.

Another aspect of our activities on which we are very keen and of which we are somewhat proud, is the training of leaders and field workers. A large number of courses has been organised for women, Trade Union Workers and others. It is our desire to develop this programme further. In particular we are planning to enter the sphere of Workers' Education in a big way. A correspondence course in Hindi on "Collective Bargaining" and "Trade Unionism" for workers is already underway. We are also planning to organise week-long and week-end courses for industrial workers in such current problems as are faced by a factory worker in his daily life. In course of time this will be followed by the publication of a magazine devoted to Workers' Education and pamphlets for their use.

We attach great importance to research in various fields and disciplines. In the pursuit of this purpose it has been possible, with the help of a philanthropic Foundation, to set up a Centre for the Study of Developing Societies. At present it is engaged on studies concerning social and political problems of India and some of its constituent States. In course of time, resources permitting, we expect to extend its scope to cover developing societies in the neighbouring countries of India.

This Association maintains close and friendly relations with corresponding bodies in other countries and this relationship has been of immense value and moral support to us. To the UNESCO we are particularly grateful. Recognising the value of our services, the UNESCO has from time to time entrusted us with particular studies and research projects which are in our line. My statement is supported by the sympathetic tone and contents of the message of the Director General of UNESCO. In fact earlier we were given to understand that the UNESCO would be deputing a representative to attend our celebrations.

Our counter-part, the Workers' Educational Association of England and Wales, for whose achievement and wonderful services in the cause of Workers' Education we have tremendous admiration, has sent Prof. W. E. Styler to be in our midst



today. We are deeply appreciative of their gesture and extend to him a cordial welcome. Altogether there are 20 fraternal delegates from 7 countries. To them all I offer an affectionate welcome and assure them that their presence here on this occasion is a matter of great joy to us. We are always ready to share our thoughts, experience and aspirations with similar organisations in other countries.

There are many other organisations in India and in other countries whom we regard as our comrades-in-arms in our field. As you will see from the messages of sympathy which will be read out a little later by our General Secretary that although they are not all represented here, they support our endeavours for promoting Social Education. I should like to say a word about the International Conference on Adult Education in which we were privileged to participate in July, 1961 when delegates from many countries visited us and encouraged us in our efforts. The happy memory of that occasion has been perpetuated by the gift of rooms named after three countries. We have a Canada Room, a United Kingdom Room and a USA Room in this building. This generous sense of fellowship evokes a deep feeling of gratitude in us. The deliberations of that Conference were indeed most useful in placing before our workers in India a broad perspective of Adult Education.

Recently a Seminar was organised at Sydney (Australia) under the auspices of UNESCO for the purpose of studying Adult Education problems of South-East Asian countries. Mr. S. C. Dutta, our devoted General Secretary, was our delegate to the Seminar. It was a matter of delight for me and for the Association to know how much his contribution was appreciated by the participants in that Seminar. It concluded by setting up an Asian-South Pacific Bureau of Adult Education as a coordinating agency in this region. In being elected as the Chairman of the Bureau, Mr. S. C. Dutta brought honour and distinction not only for himself but also for this Association and for our country. On behalf of the Association I welcome the formation of this Bureau and it would be our duty and privilege to extend to it as much help and cooperation as possible in attaining its objectives.

Although our Association has been active in the pursuance of our aim and purpose, we have no illusions about the scope and nature of the task ahead of us. The amount of effort needed to reach our educational targets is enormous. This is widely understood. And yet only a limited section of the public has a clear conception of the social significance and the comprehensive nature of Adult Education. Unfortunately there is still considerable ignorance on this aspect of Education. 25 or 30 years ago the expression "Adult Education" was in the minds of most of our people co-terminus with literacy. While the eradication of illiteracy must take the highest priority in our educational programme, that alone will not be enough. Indeed without a scheme of Continuing Education, illiteracy cannot ever be removed from our society. I plead with all earnestness for a proper understanding of the scope of Adult Education which should not be taken to cover only functional literacy (which means more than mere capacity to read and write). It has, and ought to have, a much wider scope and meaning. People whose formal education finished many years ago should have opportunities to receive the benefit of liberal education in arts and letters and satisfy their appetite for learning. Those who wish to improve their professional skill should be enabled to realise this aspiration. We should also help the specialist in further advancement in his own field of knowledge. *The rapid progress in science and technology is constantly turning an educated into a semi-educated and then possibly an uneducated person, unless he keeps up the process of self-education. In brief, education is a life-long affair which begins at birth and should end only with death.*

It is a very narrow concept to treat education as a mere means to an end. We must regard education as an end in itself. Even this view is now outmoded. Education in the broadest sense is not merely a way of life. It is life itself. If our people, as individuals and as a community, have to play their part in the contemporary world as active, alert and intelligent human beings, a broadly based scheme of Adult Education is the real and effective answer.

We should aim at providing this service to as many



*A view of the audience.*



sections and groups of people and as large a number of them as possible.

In the attainment of this broad objective our universities also have a big responsibility. As things are at present, for the mass of our people the University, as I have often felt, is a mere name, something vague and distant lying somewhere behind a high wall separating it from the life of the community. This is an unfortunate situation. A close and effective relationship between the University and the society is the need of the hour.

In their next Five Year Plan our Government, which fortunately has enlightened and dynamic leadership, is bound to organise a massive programme for Adult Education including the liquidation of illiteracy. If they do not seek and secure the services and experience of non-official agencies, their plans are most certain to remain largely unrealised. *So far as the Indian Adult Education Association is concerned, we shall place our resources and our services unreservedly at their disposal in this magnificent adventure.* I understand that last year the Planning Commission had set up a special Panel for the study of the requirements of Social Education. We confidently hope that the report of this Panel, which consisted of Government's own experts and representatives, will be implemented in a liberal spirit. This Association has a keen desire to promote the cause of Adult Education in the country. We plan to have regional centres with a wholetime executive Director at its head and serving three, four or even five States of the region. He would be supported with an efficient office, both for administrative duties and educational work, including publication section. As these regional centres develop, it is our hope that every State will have an Adult Education Association with its own Director and a suitable ministerial and inspecting staff. Later on it should be possible to have our Associations in each District and Sub-Division. How many years it will take to spread out this network of educational agencies and what would be the quality of its service is something which lies concealed in the womb of the future. It is our earnest desire to render effective support to our national Government by developing an

active and nation-wide Adult Education service. While this Association will maintain its non-sectarian and non-political character, it will be its duty to help in building up a true democratic State and socialist society in which its citizens not only in the urban but also in rural areas will take intelligent part in the civic affairs and also enrich their lives by acquiring as large a share of general knowledge as possible. It is a grand objective which certainly appears to be a distant ideal. But no great purpose can be easily and cheaply acquired.

With this sentiment and in this hope I request you, Dr. Zakir Husain to inaugurate the Silver Jubilee Conference of our Association with your Presidential Address to which we are eagerly looking forward and for which we shall feel truly grateful.

## *Presidential Address*

**Dr. Zakir Husain  
Vice-President  
Republic of India**

I thank you for asking me to preside over the Silver Jubilee Conference of the Indian Adult Education Association for it gives me the opportunity to pay my tribute to the memory of a dear friend and valued colleague, the late Maulvi Shafiq-ur-Rehman Saheb to whom this Association owes a great deal and whose services it has most appropriately recognised by naming its headquarters after him. Shafiq Saheb, as we all used to call him, was a remarkable man, indeed. A Good Musalman, a good Indian and a good man, every inch of him, he had dedicated to the services of his people all the capacities with which Nature had so liberally endowed him : As one who had the cherished privilege of working with him over years I knew how devotedly and how single-mindedly he could work in the face of what appeared to us, his colleagues, to be insuperable difficulties and how in facing them he ever wore a smile which put heart into us his less hardy co-workers. A man of the people he was attracted in all his endeavours to the service of the common man. He was one of the pioneers of the Adult Education Movement in the country and you would know the contribution he made to the building up of this Association. His death in the prime of life has been

one of the major losses of Indian public life in free India. We think of him in love and reverence on this happy occasion of celebrating the Jubilee of the Adult Education Association.

Adult Education in India is in a way as old as our history. In a remarkable effort at the diffusion of our cultural and moral values which has given a distinct unity to the diversity that is India we have, indeed, been at this work of adult education over long long centuries. But there is a distinction we should note. This effort was not a differentiated educational enterprise, it was part of our whole way of life, a part of our cultural existence. It never had to work against time, it went on endlessly over a wide span of centuries as an organic, almost unconscious effort. It did not include the spread of literacy among its aims and did not thus explore the valuable possibility of making the educative forces self-propelling.

As a conscious voluntary social activity we have the beginnings of Adult Education in the last quarter of the 19th century. The chief emphasis this time was on literacy, but as the foreign government of the day was indifferent to an enterprise of that nature the work did not assume any considerable dimensions. It was with the formation of popular Ministries in 1937 that some Provincial Governments accepted the responsibility for Adult Education. The Silver Jubilee of this Association is in a way the Silver Jubilee of organised Adult Education in India. The work of Adult Education, for once, assumed the form of an educational movement of the people and this Association became its symbol. I do not propose to dilate on the achievements of the Association during this quarter of a century of its existence. It must, however, be recognised that the Association has kept the torch of adult education burning and through its seminars, publications and conferences has held together the growing band of adult education and social education workers as a brotherhood in a shared and worthy significant effort.

Let us congratulate the Association on what it has done and give it our good wishes and our support for the great work that lies ahead and for which the first 25 years have really been a period of preliminary exploration and experiment. It should





*Dr Zakir Husain delivering the Presidential Address.*



be clear by now to every worker in the field of Adult Education that his work will henceforth have to combine the task which our ancient methods of cultural diffusion performed with the one of making the adult literate, giving him the essential tool of educating himself on his own. No worker in the field can ignore to notice two big changes in the old map of adult education as well as a number of minor ones. A very significant change is the advent of the Community Development Movement which in the last analysis is an adult education movement. In fact community development has, during the last few years, assumed the dimensions of a worldwide movement for the education of adults in the vast far flung areas of the developing countries inhabited by the majority of mankind.

The other big change in the adult education map of India has been the launching of a movement for workers' education. The Community Development Movement is confined almost entirely to rural areas, but in a society taking such rapid strides in industrialising itself, such as our society, the education of workers can be neglected only at our peril. It is a matter of great satisfaction to know that not only the Government but also the trade unions and the employers have realised this and the Central Board of Workers' Education enjoys the support of all the three bodies interested in healthy industrial growth in the country. It is true that this Central Board is, for the time being, and as a matter of policy, confining itself only to the Trade Union aspects of Workers' Education. But I am sure it will find the line between the education of workers as trade unionists and as citizens too thin and vanishing to stick to it rigidly and sooner or later—sooner rather than later—the Indian workers will have organisations looking after all the various aspects of their education.

There have been other developments too. The need for continuation in education and training, for instance, is being more widely realised. The device of in-service training—already known to the Army—is now being used in many government departments and is spreading fairly rapidly in industry both in the public and the private sectors. I have no doubt that this trend will increase with the passing of years and perhaps the

Indian Adult Education Association can do something to further it.

## UNIVERSITIES

Then Adult Education is entering the Universities. Universities have, of course, always dealt with the education of the adult. But they have been preoccupied with adults who could devote themselves exclusively to this education over a number of years. The new concern is towards those who have to work otherwise to earn their living and yet are anxious to further their education. Evening Colleges have come up in many places to serve this need. Recently the Delhi University has opened correspondence courses in many subjects. The response seems to indicate that this was long overdue and is well capable of further extension.

The Universities have also begun to shed their high-and-dry-ness and to get interested in the out of the campus community. Recently the Rajasthan University under the able leadership of the President of this Association, Dr. Mohan Sinha Mehta, pioneered in India by opening a regular Department of Adult Education.

## LITERACY

These are all encouraging signs. But we should not fail to remember that the principal field to which Adult Education operations have to be directed is that of the vast mass of our illiterate population. A properly motivated programme of literacy, motivated that is by its relevance as a tool for objectives in which interest should be assured, has to be planned.

It has to be planned in all seriousness as meeting an urgent need of the nation which cannot wait indefinitely to be satisfied. It has not to be given just a courtesy recognition in a programme that spreads itself over an unmanageable field. It is not my purpose to apportion blame, but it cannot be denied that by the end of the 3rd Plan we shall not be in a position to claim for the social education programme any satisfactory success. We should plan more courageously, for the problem to be tackled is enormous. It has been estimated that the total population of India in 1966 will be over 490 million. It will

be safe to presume that the illiterate population in the age group 15-45 will be of the order of 200 million. We should know that we do not have the resources to meet the entire need. But we should not dissipate resources on an easy going programme that may last indefinitely. Our present progress has been very slow, indeed. During the decade 1949-59 we succeeded in making less than 5½ million persons literate. We shall, I venture to suggest, undertake sizeable programmes for the next three plans and see to it that at the end of the sixth plan we have liquidated illiteracy in India. We might start making 50 million persons literate in the 4th, 75 million in the 5th and the rest in the sixth plan. We shall, however, have to remember that literacy is not education. It is a tool for making self-education possible. This programme should, therefore, be so integrated with some life-interests as to supply the requisite motivation in the persons concerned to apply themselves with keenness to the acquisition of this tool of self-education. Many things have been suggested for this side of the programme and, given the ingenuity which the scheme-makers usually have in ample measure, many more would, in course of time, be probably suggested. But I feel the programme should primarily insist on establishing among the educated three basic convictions in which they have a personal involvement.

### **BASIC CONVICTIONS**

The conviction should be engrained in them that the free country of which they are citizens is on the march. A great change is coming over it and coming by our own free choice and deliberate action. They should be made to realise that it is a change from a traditional to a rational outlook on life, from an empirical to a scientific technique, from resignation to expectation and from fatalistic inertia to planned endeavour. They have to change their attitudes to be worthy architects of this change. They should get the consciousness of the possibility of making their methods of work more efficient and thus their work more fruitful. They should also learn to take pride in their work as part of the enchanting enterprise of building up a better society. They should learn to regard their work, wherever they may be placed, as an integral part of the national effort. They should be made keenly alive to the social implications of

their work. This can start a chain reaction of self-improvement in which learning to read and write will easily be the first step.

Another conviction that has to be brought home to them is the necessity of planning their families. I do not wish to detain you here with an account of what has been called the explosion of population. For the considerations I wish to emphasize are not principally based on the difficulties which an ever faster increasing population presents to the planners of economic development for whom it seems one has to run breathlessly fast in order to stay where one finds oneself. But it might be useful to have some idea of this expansion. The year 1921 has been called the Great Divide in relation to population growth in India. During the 30 years before 1921 population had increased only by 12 millions, in the 30 years after 1921 it increased by as much as 109 million. As against 30 years prior to 1921 which showed no consistent trend towards increase, the 30 years after 1921 display a process of accelerated growth, the number added to the population during each decade substantially exceeded the number added in the previous decade. If we project this trend we shall have a population of 555 million in 1971 and 719 million in 1981. This should give all of us much to think. But the individuals who build families are not usually impressed by planners' figures in their intimately personal enterprise of family building. But they can be made to respond to the considerations of human dignity involved in bringing up a family. They can be made to understand that planning his family is inherent in the nature of man, as distinct from the mere animal, and he should build up a family as a spiritual complex with deliberation. It is inherent in this dignified nature of man that he should have children by choice and not by chance. It is inherent in it to safeguard the mother's physical well-being and not to allow it indifferently to be undermined by frequent unsaced and unwanted pregnancies. It is inherent in it to be deeply concerned about the proper upbringing of the children. It is inherent in it not to tolerate seeing human children die like flies for want of food and care or to grow into sub-human social liabilities for want of good breeding. The Adult Education worker should awaken this inherent consciousness and then lead him on to the written word for the

larification and amplification of his notions.

The third conviction which it seems to me the Adult Education workers should be concerned to awaken and establish among each one of the millions who will come into contact with him is that he is the citizen of a free land with a great past which he has inherited and a greater future which he is called upon to participate in building up. He should be made aware of the moral foundations of the Indian State. He should be made to realise that our State is not the mere embodiment of technical competence and unlicensed power but is an institution built on moral foundations. It seeks to combine power with morality, technique with ethics, progress with social justice. He should learn to commit himself to the objectives of this State and to love his people and his State above all else. It should be so dear to him that he should not shirk the highest price for defending it. He should be convinced that freedom of his people is the necessary condition of his own moral growth and that there are terms on which life is not worth keeping and being deprived of freedom is one such. He should be made to realise that good and responsible citizenship is the readiness to be where national duty calls, where the weak must be supported to gain strength, where narrow loyalties of caste and creed, language and religion are to be willingly sacrificed for the wider loyalty to the Indian State, where one does not just fret and fume and grumble, but joyfully obeys, not from fear of superior force but from the inward urge of duty. Heart-warming ideas like these have to be conveyed to the millions of adults and then should lead them here again to the written word, for a well-organised and efficiently executed programme of publication, libraries and reading rooms, should take over from where the field worker by word of mouth has brought the adult to these basic convictions. It is an immense task. Many agencies—official and non-official—will have to cooperate in accomplishing it. I congratulate the Adult Education Association on completing 25 years of creditable work and hope and pray that in the years to come it shall be able to render even more valuable service to the great cause which represents one of the basic needs of our people.

Jai Hind.

## *Valedictory Address*

**Dr. S. R. Ranganathan**

I am happy to have learnt from our good friend, President Dr. M.S. Mehta, about this Silver Jubilee Celebration. I am grateful to him for having invited me to this gathering. My happiness is due to the fact that I had been associated with this organisation for some years when I was in Delhi. We are now celebrating the Silver Jubilee. It makes us take a view of the work of the Association from a point of eminence in time. From this point of eminence, let us survey the development of the Association during the last twenty-five years. Let us also look around now. Lastly, let us look forward to what can be done during the next twenty-five years.

In the early years of this Association, adult education was virtually taken to mean removal of illiteracy. I remember Mr. Chetsingh the then Secretary of the Association, coming to Madras and our telling him what we were doing to liquidate illiteracy. About fifteen years ago, some disturbance came. The term 'social education' was brought into vogue. The term 'adult education' was quietly dropped by many people including the Union Government. But this Association bravely retained the term 'adult education.' During the last twenty-five years, the main effort of the Association has been to influence the Central Government in matters of adult education. The work



of this Association and of the sister Associations in the States was largely confined to the capital cities.

Today, the glamour of the new term 'social education' is no longer equally intensive. Further, we have begun to interpret the term 'adult education' more liberally. We now take removal of illiteracy as only a means but not the end of adult education. The end is to make the adults use their literacy to increase their knowledge progressively,—not only general knowledge in the areas of Philosophy, Economics and Political Science, not only knowledge of cultural import as in the areas of Literature and Religion, but also knowledge in the various arts and crafts which affect the earnings of the adults. With this liberal outlook, the Association has been of late promoting books for neo-literates and for adults even further removed from neo-literates. I remember taking part in the Okhla Seminar in 1952, which devoted its time to the manner in which books for neo-literates should be produced. But we are still turning our attention more on the Central Government and on the capital cities.

Let us now look into the next twenty-five years. What changes await us in that period? There can be no further change in the objectives of adult education. The emphasis on the removal of illiteracy will diminish progressively as compulsory education schemes for children get implemented throughout the land. We may have to turn our attention to the production of books suited to adults occupying different points in the intellectual scale—of course we mean only adults in the lower half of the intellectual scale and also suited to the varied vocations of the millions of such adults in the country. What is perhaps of even greater significance is the shift in the area where much of our work should be done. Surely, far more adults live in the rural areas than in the cities. We can no longer forget them or neglect them. Our Association will have to devise ways and means by which the adults get their progressive education all through life, no matter where they live in the country, be it a hamlet or a village or a tiny town or big town or a super city. I find the revival in the minds of the adults the wish to draw inspiration through our country's traditional media such as *Katha-katha* in the North and *Kalakshepa* in the South. I find

large crowds of people going to these traditional performances in the early hours of the night. These traditional media should be harnessed by the Association. They should not be used merely for the repetition of *puranic* stories. They should be used also to communicate knowledge of other kinds with all the persuasion which the music setting of such media secures. Perhaps the Association should also seek out the sages and the seers scattered here, there, and everywhere in the country. We should persuade them to help the Association. They are capable of intimate communication to the people. They can transform the people. We are now keeping clear of such great souls who have done valuable work in our country in the past.

I hope that this dear old Association will grow from strength to strength in the next twenty-five years, will cut new grounds, and will achieve its objectives much more fully, much more widely, and much more profitably than hitherto. Let us all pray for it.

# ***General Secretary's Report***

**S. C. Dutta**  
**Hony. General Secretary,**  
**Indian Adult Education Association**

I consider it a great honour and privilege to present this report to the Silver Jubilee Conference of the Association and the honour and sense of satisfaction is greater because you (Dr. Zakir Husain), Sir, are presiding over this Conference.

## **ORIGIN**

The decision to set-up this Association was taken in 1938 at Delhi at a Conference over which Dr. Shah Suleiman, the then Vice-Chancellor of Aligarh University presided. It was at Bhagalpur in 1939 that the Constitution of the Association was approved and the organisation was formally set-up with Dr. Rustom Masani as President. Shri Chetsingh, who was our first Honorary General Secretary and who continued to hold this office for various terms during this period, is happily with us today.

## **FUNCTION**

The main function of the Association before the Independence was to mobilise public opinion in favour of adult education, after Independence its main function was (i) to help government formulate policy and programme of adult education, (ii) to coordinate the activities of agencies

and workers, official and non-official in this field, and (iii) to act as a clearing house of ideas and information.

## PUBLICATION

In pursuance of these objectives, the Association brings out an English monthly, the *Indian Journal of Adult Education*, a Hindi two-monthly "*Proudh Shiksha*"; holds Seminars and Conferences, conducts an abstract service and runs a reference service. To help field workers, the Association has been publishing books in English and Hindi. Many of the UNESCO publications were translated into Hindi to make available to field workers the results of studies made by UNESCO experts. So far we have published over sixty-five books. In collaboration with and the support of UNESCO, we have translated ten UNESCO publications in Hindi.

## CONFERENCES AND SEMINARS

So far the Association has organised eighteen Conferences and twelve national seminars and a number of regional seminars. These Conferences and Seminars brought together field workers and administrators and provided a forum for exchange of ideas and information and pooling of experiences. These also helped in clarifying new ideas, and most often their recommendations helped the field workers in the implementation and organisation of adult education programme.

The Conferences provided leadership and new concepts in this newly developing field of education, called the oldest as well as the newest form of Education.

## PROJECTS

The Association has undertaken a number of experiments and pilot projects. It organised from 1948 to 1951, a number of training courses for Social education workers in rural as well as urban areas. The syllabus of Social Education Organisers Training Centres are mostly drawn upon this experience. Later the Association, in collaboration with International Federation of Workers' Educational Associations and with the financial assistance of UNESCO organised a training course for



*The Hon. General Secretary Shri S C Dutta reading the report of the Association*



**Workers' Education in 1960-61.** It also held two workshops on "Methods and Techniques of Workers' Education" and "Role of Trade Unions in Workers' Education" in 1961 and 1963 respectively. These were organised with the financial assistance of the Central Board for Workers' Education.

## **CORRESPONDENCE COURSE**

The Association is currently engaged on another experiment—Correspondence Course for Workers in Hindi. We are conducting courses on "Collective Bargaining" and "Trade Unionism" consisting of 24 lessons each.

## **WORKERS' EDUCATION**

We are also planning to bring out a magazine for workers and publish tracts and pamphlets in simple Hindi to provide them with necessary knowledge and information about current affairs and problems of labour, economics and civic affairs. We will also conduct week-end and weekly courses for industrial workers to widen their mental horizon and to acquaint them with the problems that they have to face not only as workers but as citizens of a democracy.

## **CONDENSED COURSE FOR WOMEN**

In 1961, the Association undertook an experiment in the field of women's education. It conducted a condensed course for adult women, preparing them for the matriculation examination of the Punjab University in two years. Funds for this experimental project were made available by the Central Social Welfare Board.

The Association also cooperated with the Central Social Welfare Board in organising Welfare Extension Projects in Najafgarh area. A project Implementation Committee, with Begam Siddiqua Qidwai, wife of our beloved leader Shafiq Saheb, as Chairman supervised these centres for about 5 years.

## **RESEARCH**

The Association has undertaken a number of research studies, some on its own and a few with the collaboration of other agencies; some were evaluative studies and others were surveys.

In collaboration with the Research, Training and Production Centre of the Jamia Millia, a research study on Adult Schools was carried out. A survey of "Literature for neo-literates in Hindi" was conducted jointly with Jamia Millia. Later, a mobile exhibition of "Literature for new reading public" was organised by us. The last two projects were undertaken with the financial support of UNESCO.

Recently, in collaboration with the National Fundamental Education Centre, a study on the impact of Television was conducted. For this study, funds were made available to us by UNESCO through All India Radio.

The Association also conducted a study on "Rural Leadership" and is currently conducting a survey of libraries in Punjab and Himachal Pradesh.

The Association also carried out an evaluation of Social Education work in Delhi in 1957-58. A survey of cultural organisations in South-East Asia was also undertaken by the Association on behalf of UNESCO.

The Association brought out a Directory of Social Education agencies in 1948 and later in 1958-59.

The Association has sponsored the Centre for the Study of Developing Societies to undertake basic research on patterns of development, behaviours of administrators and people in developing societies, etc.

## CO-OPERATION WITH OTHERS

The Association from the very beginning cooperated with agencies and government departments in the task of promoting and developing suitable adult education programmes. Representatives of the Association and its leading members were connected with various governmental committees and helped in drawing up plans for social education in the country.

Our members had been on the Central Advisory Board of Education, the Standing Committee on Social Education, the Panel for Social Education set-up by the Planning Commission, Central Board of Workers' Education set-up by the Ministry of Labour & Employment, Television Committee set-up by the All India Radio, the National Advisory Committee on Public



Corporation set-up by the Planning Commission and Social Education Committee of Delhi Territory, set-up by the Ministry of Education.

The Association took an active part in the establishment of the India Literacy Board (Lucknow) in 1954. The then President Dr. Amaranatha Jha was its first Chairman and the Hony. General Secretary Shri S.C. Dutta had been a member of the Board and its Executive Committee ever since its inception. Recently our President Dr. Mohan Singh Mehta was elected Vice-Chairman of the India Literacy Board, which runs the Literacy House, founded by Mrs. Welthy H. Fisher.

The relationship of the Association with the National Fundamental Education Centre is very close. Our President, Dr. Mehta is the Chairman of the Programme Advisory Committee of the Centre. Most of other members of the Advisory Committee are members of the Executive Committee and office-bearers of the Association.

All the State Departments of Social Education are institutional members of the Association ; institutions like Gujarat Vidyapeeth, Gangajala Vidyapeeth, Mouni Vidyapeeth, Rajasthan Vishwavidyapeeth, Jamia Millia are our members and our relationship with them are very close and cordial.

Mysore State Adult Education Council, West Bengal Adult Education Association, Bombay City Social Education Committee are members of our Association. We are very proud of them for they have a very good record of service in the cause of adult education, at the grass-root level.

Most of the Social Education Organisers' Training Centres are our members.

We have at present 79 agencies which are our Institutional members. We have 60 life members, over 200 ordinary members and 350 Associate members. We are aware that in a country like ours, these figures are very poor, but they are the most determined advocates and workers in the field of Adult Education and if our plans for setting up State Associations and Regional institutions for Adult Education are implemented, we are sure we will soon have a powerful adult education move-

ment in the country. The Executive Committee has drawn up plans, which if accepted by the Silver Jubilee Conference, will help us to develop hundredfold if not thousandfold in the course of next five years.

## INTERNATIONAL CONTACTS

The Association has built up a fairly extensive international contacts. It is affiliated with the International Federation of Workers' Educational Associations. It has close contacts with World Education Inc., New York, Adult Education Association of U.S.A., Canadian Association of Adult Education, German Adult Education Association, Australian Association of Adult Education, New Zealand Adult Education Council, Social Education Association of Japan, the World Confederation of Organisations of Teaching Profession and a number of agencies and institutions in other parts of the world. Some of them have contributed liberally to our building fund and representatives of few others are present today with us.

## UNESCO

We have a close contact with UNESCO and have received a fairly substantial financial help. One of our Executive Committee members, Shri J.C. Mathur is on the International Committee for the Advancement of Adult Education set up by the Director General, UNESCO ; a number of our members have headed UNESCO Missions to foreign countries and some have acted as Consultants to UNESCO Conferences or Seminars.

Shri Chetsingh, who represented India at the Montreal Conference of Adult Education, was for a number of years member of the Adult Education Committee of the W.C.O.T.P. His place has now been taken by the Honorary General Secretary, Shri S.C. Dutta who was also recently elected Chairman of the Asian-South Pacific Bureau of Adult Education established at the conclusion of the Sydney Seminar on Adult Education held in January this year.

We would like to take this opportunity to thank various international organisations for the support and encouragement given to us. We hope, our close relationship will be maintained and further developed in the years to come. The presence in

our midst of Prof. Styler of Workers' Education Association of U.K., Dr. Kurt Meissner of Germany, Dr. Wilmer Bell of World Confederation of Organisations of Teaching Profession and Dr. Welthy Fisher of World Education, New York indicates the high regard that these agencies have for the Indian Adult Education Association and the keen interest they have in promoting and developing adult education movement in India.

In the end, I would like to express my gratitude to you, Mr. President for the constant help, guidance and encouragement that we have received from you. To Dr. Mehta and Prof. Mohammed Mujeeb, we owe a great debt of gratitude for they have guided and helped us through a very difficult period in the life of the Association. I do not have words to thank the members of the Executive Committee specially stalwarts like Chetsingh, Maganbhai Desai, A.R. Deshpande, J.P. Naik, V.S. Mathur, Sohan Singh and T.A. Koshy and the staff, who have given off their best so that this organisation of the people should continue to serve the country and help in building up men and women who could face the fury of the world and carve out a new world of peace and plenty.

## *Association's New Executive*

The Conference elected the following as the office-bearers and members of the Executive Committee of the Association.

**President**

Dr. M. S. Mehta.

**Vice-Presidents**

Shri R. M. Chetsingh  
Smt. Durgabai Deshmukh  
Shri A. R. Deshpande  
Shri R. R. Diwakar  
Smt. Sulochana Modi  
Shri J. P. Naik

**Treasurer**

Prof. M. Mujeeb

**Hony. General Secretary**

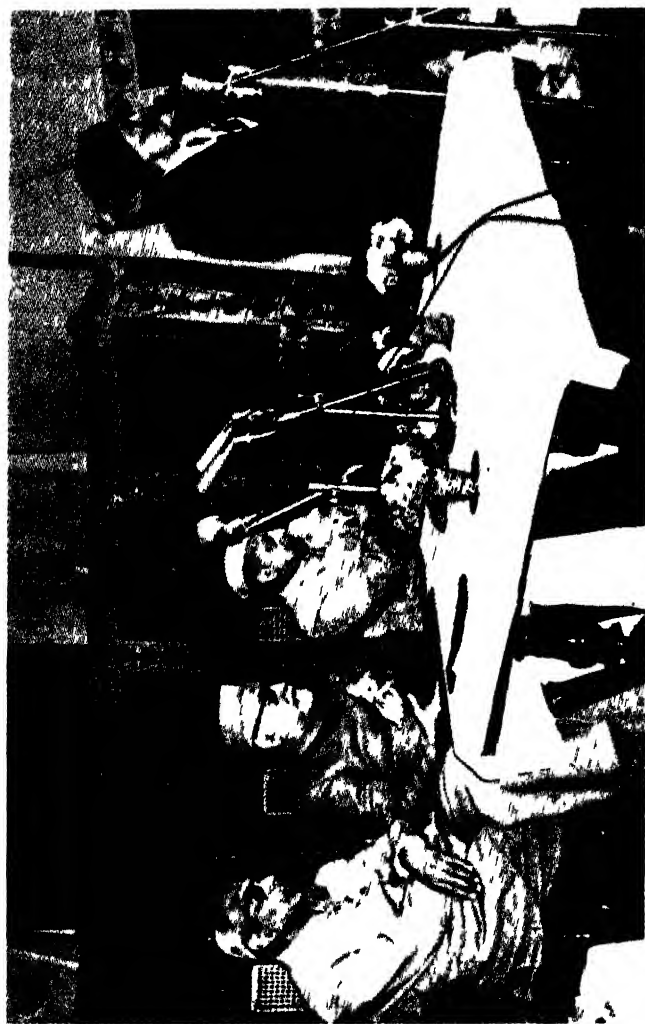
Shri S. C. Dutta

**Associate Secretaries**

Shri V. B. Karnik  
Dr. T. A. Koshy  
Shri N. R. Gupta  
Shri K. S. Muniswamy  
Shri Satyen Maitra

**Members**

Shri V. S. Mathur  
Shri J. C. Mathur, ICS  
Shri R. L. Mehta  
Shri Anna Saheb Sahashrabudhe  
Shri Sohan Singh  
Shri M. C. Nanavatty  
Shri S. R. Pathik  
Shri U. S. Gour  
Shri G. R. Damodaran  
Shri S. S. Pande  
Shri S. N. Ranade  
Shri Mustaq Ahmed.  
Shri Balbir Chopra  
Shri Hukam Chand Jain



*The convener of the Silver Jubilee Conference Committee, Shri Sohan Singh,  
proposing a vote of thanks.*



## ***Memorandum to the Union Minister of Education***

The Silver Jubilee Conference of the Indian Adult Education Association (founded in 1939) held in New Delhi from 1 to 7 March, 1964 under the Presidentship of Dr. Zakir Husain (one of the founders of the Association) adopted a resolution that a deputation should wait on the Union Education Minister and place before him a broad outline of the problems of the Adult Education Movement in the country and invite his attention to the urgent need of some positive measures for the proper development of the movement in the interest of all round progress of the country.

According to the resolution the deputation was to comprise of the President, Dr. Mohan Sinha Mehta, Vice-Chancellor, University of Rajasthan, the three Vice-Presidents (1) Shrimati Durgabai Deshmukh, former Chairman, Central Social Welfare Board, (2) Shrimati Sulochana Modi, President, Bombay City Social Education Committee, and (3) Shri Ranjit M. Chetsingh; the Treasurer, Professor Mohammed Mujeeb, Vice-Chancellor, Jamia Millia Islamia; Shri G. R. Damodaran, Principal, P.S.G. College of Technology, Coimbatore; Shri V. S. Mathur, Director, ICFTU Asian Trade Union College, Calcutta and the Honorary General Secretary, Shri S.C. Dutta.

The deputation, under the leadership of Dr. Mohan Sinha Mehta, met the Union Education Minister, Shri M.C. Chagla,

on March 24, 1964 at 4.30 p.m. and placed before him the general position in the country regarding the problems and difficulties of the Adult Education Movement. After an exchange of views and a general discussion it was agreed that the Association would prepare a Memorandum and forward it to the Education Minister for his consideration and such action as may be deemed proper and desirable for the rapidly changing needs of society.

The Silver Jubilee Conference has declared that "Life-long learning has become the condition of survival in our age. The integral place of Adult Education in the life of a people, therefore, brooks no argument any more. The School, the College, the Public Library and organised opportunities for various types of adult learning ranging from literacy to continuation education must be recognized as essential components of the provision for education in the life of the people."

Therefore, the Government is earnestly requested to make a clear-cut declaration of its policy regarding adult education and to have it reflected in the Fourth Plan. The Association is convinced that Adult Education should become integral part of India's educational system and of its overall economic and social plans, so that all men and women have opportunities throughout their lives for acquiring, increasing and renewing useful knowledge and skills, for active and fruitful participation in civic and cultural life and in social and economic development of the country.

It is evident that a substantial part of the enormous outlay on elementary education would result in waste unless adequate provision is made for Adult Education. With a huge adult population still illiterate, elementary education of children would not and cannot make much headway against the apathy of the illiterate and ignorant parents towards education. Mass of the people remain backward, caste ridden and rigidly custom bound. They resist girls' education, and would rather put boys to work than send to schools because they themselves did not have the enlightening benefit of education.

Secondly, a large proportion of the children covered by the elementary education programme is certain to relapse into



illiteracy after leaving school at the age of eleven, unless an effective and well thought out system of "continuation" education is simultaneously introduced in the country. So far this aspect of the problem, it is to be emphasised, has received little attention. Quite obviously, therefore, the success in the plan for compulsory primary education for children is closely linked up with a dynamic programme of Adult Education.

In his presidential address to our Conference, the Vice-President of the Indian Republic, Dr. Zakir Husain, suggested that a target should be fixed for making 5 crore adults literate in the Fourth Plan, 7.5 crores in the Fifth Plan and the rest of the people in the Sixth Plan, so that by 1980 adult illiteracy should be eliminated in the country. The Association urges the Government to accept these targets. A massive effort should be launched first of all for the age group 18-35. Along with it, Adult schools of 9 hours a week for the age group 11-17, preparing them for a primary course in 12 to 18 months should be set up. Along with these schemes of Adult schools, provision should be made for the production of literature for neo-literates, and for setting up libraries in rural as well as urban areas. Special efforts need to be made for the education of women.

For organising mass campaign, assistance of voluntary organisations should be taken. The Indian Adult Education Association, as the oldest and the most representative central agency is ready and would be glad to place its experience and services and of its institutional members at the disposal of the country.

Literacy, however, is not and should not be regarded as an end in itself. This alone would not prepare the citizen of today for the impact of technology and industrialisation on his mind and life on the one hand and the demands of civic duty as a member of a democratic society on the other. This is an era of rapid change, when life-long learning has become the condition of survival. Therefore, an all-out effort has to be made and kept up to provide "continuous" education. Liberal and General Education, leadership training courses and schools for providing the adults facilities to go up and up on the education ladder and acquiring knowledge for professional and

vocational improvement and for discharging their civic duties should be a part of the programmes for the Fourth Plan on a sound and well-laid foundation.

In the urban areas also, it is not wholly incorrect to say, that social education has remained more or less neglected. The Bombay City Social Education Committee has set a pattern for urban social education work, which might be, with suitable local variation, be adopted for industrial areas and towns with a population of more than a hundred thousand persons.

The Universities in other countries have assumed and are playing an important role in the development of Adult Education in many phases. In India, surprisingly, this field lies almost barren. Evening classes, correspondence courses, extra mural education, extension lectures, short professional courses and above all research in the problems of Adult Education present opportunities to the universities for rendering valuable services to the society. In the more advanced countries it has come to be accepted as part of the normal functions of the universities. The attention of the University Grants Commission should be invited to this important matter.

This Memorandum has drawn the attention of the Education Ministry to only some of the most outstanding requirements of a Social Education programme in the immediate future. In this context it is necessary to point out that unless the co-operation of voluntary agencies is sought and utilised in a liberal spirit and far-sighted vision, satisfactory results may not be achieved. For the success of Social Education, it is essential that non-official organisations should be brought into the developing programmes. This would not only involve giving them encouragement but offering them appropriate financial assistance. Without this, there is a real danger of the achievements falling very much short of the expectations.

The Association is strongly of the view that in the broader concept of development of society, comprehensive scheme of Adult Education will be most effectual and indeed indispensable. This may be seen in the context of the plans of economic development, in the programme of population control, in the modernisation of society planned or spontaneous, in reducing

social and economic differences, in the general schemes of social reforms and welfare for the improvement of public health and personal and social hygiene, in better inter-group relationship, indeed in general in the whole plan of building up a happy, prosperous dynamic society. This is the general purpose of the scheme of Adult Education as the Association sees it for the country. The Government at the Centre and in the States, it is earnestly requested, should strike a bold line of policy in the pursuit of this great objective and enlist the enthusiasm and active support of those individuals and institutions who have faith in this great ideal.

## *Messages*

"I send my best wishes to the Indian Adult Education Association on the occasion of the Silver Jubilee Conference.

"There is much to be done in this important field of adult education and I hope the delegates will find the discussion profitable."

S. RADHAKRISHNAN  
President  
Republic of India

I am glad to learn that the Indian Adult Education Association will be celebrating its Silver Jubilee in 1964 and it gives me particular pleasure to have this opportunity of associating myself with this celebration.

Ever since Unesco was created "for the purpose of advancing, through educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind", education has been one of its most important endeavours. To make education available to all the peoples of the world, without distinction of race, sex, language or religion, is one of Unesco's major preoccupations.

As Unesco has worked on many occasions in close collaboration with the Indian Adult Education Association, we have had the opportunity of getting acquainted with its

various projects. I believe that the Association, after 25 years of devoted service to the cause of adult education and adult literacy in India, can be proud of its past accomplishments and can move forward into the future with ever more vigour and optimism.

For the countries where the majority of people are still illiterate, the education of adults, with emphasis on education for literacy, is of particular importance, not only because it is an essential complement to the school or university education of the country, but equally because ideas, knowledge and skills communicated to adults can be directly applied, with immediate results in economic and social development.

Through adult education, we can help men and women to live fuller and happier lives in adjustment with their changing environment, to develop the best elements in their own culture, and to achieve the social and economic progress which will enable them to take their place in the modern world and thus contribute to international understanding and world peace.

I hope therefore that the Indian Adult Education Association will, as in the past, give dynamic guidance to adult education and literacy activities in India and will continue to play an important role in fostering friendly relations with adult education groups in other countries of the world.

All good wishes for the success of the Silver Jubilee Conference.

RENE MAHEU  
Director-General  
Unesco

It has for long been a cause for satisfaction for the Workers' Educational Association in the United Kingdom that, in spite of the facts of geography, its ties with the Indian Adult Education Association are friendly and close. Now the WEA is to have the pleasure and distinction of being represented on the occasion of the Association's twenty-fifth anniversary conference.

The WEA representative will be Mr. W. E. Styler, M.A., one of its most prominent members. He will take advantage of his visit to India to discuss with representatives of the Indian

**Adult Education Association ways of strengthening and making more profitable the existing relationship between the two bodies.**

Mr. Styler will personally present the good wishes and greetings of the WEA to the Association's Silver Jubilee Conference. In the meantime, I write on behalf of the WEA to send warm congratulations to the Association on its fine record of achievement in adult education over the past quarter of century.

**HARRY NUTT**  
General-Secretary  
Workers' Educational Association

Education is never complete : it is a continuing process throughout our lives. Its incompleteness arises not only from lack of opportunity but from the changing frame in which we exist, which renders what we learned yesterday irrelevant in the world of tomorrow. All too often we have given insufficient attention to adult education as an integral part of the fabric of education. It is recognized increasingly that all who have a stake in education whether they be teachers or administrators, whether their concern be school or college, have a vital part to play in the advancement of the adult as well as the school population.

The Indian Adult Education Association has played a role of great significance within the Indian educational system over a period of many years. It is my pleasure and privilege to extend greetings to you on the occasion of your Silver Jubilee Conference. May the work which you are doing not only continue to prosper in the years ahead but serve also as a shining example to educators in other lands. Members of the teaching profession from all parts of the world join with you in hailing this landmark in your history.

**Dr. WILLIAM G. CARR**  
General Secretary  
World Confederation of the Organisations  
of Teaching Profession, U.S.A.

It has to be confessed—and is to be regretted—that in too many countries adult education continues to be the poor relation of the education services. In few countries does adult education account for any significant proportion of the education budget. Such circumstances might be dispiriting were it not for the fact that there has in recent years been clear evidence of an awakening to the vital importance of the role of adult education in shaping the future affairs of the countries of the world. Unesco has attached such priority to the place of adult education in its programme as to arrange world conferences twice within a decade in order to discuss its further development. There is a real ferment in some countries, notably those newly emerged into independence, where education is recognised as nothing less than a tool for national survival and adult education identified as a prerequisite for social progress. Alongside, and perhaps because of, these developments, adult education leaders and organisations all over the world have for the first time emerged as a clearly defined group, stating their problems and representing their needs in precise terms.

It is in this more promising and encouraging situation that the Indian Adult Education Association celebrates the twenty-fifth anniversary of its formation. The Association deserves encouragement. For the past quarter of a century it has been the acknowledged spearhead of adult education in India, producing ideas, conducting experiments, pioneering in previously untilled fields, supplying material and above all bring about the climate of public opinion necessary to educational development.

The International Federation of Workers' Educational Associations regards it as an honour to have the Indian Adult Education Association in affiliation. The Federation has twenty-six affiliates in twenty countries distributed over all five continents. Through the Federation, the other affiliates maintain their links with the Indian Adult Education Association which are real and close in spite of the disabilities of geography.

In addressing to the Association on the occasion of its Silver Jubilee warm congratulations and cordial greetings, the

**Federation therefore speaks on behalf of a very large number of organisations and people engaged in the same field of activity.**

**HARRY NUTT**  
**Secretary-General**  
**International Federation of Workers'**  
**Educational Associations**

The Adult Education Association for U.S.A. extends its warm congratulations to the Indian Adult Education Association on the occasion of its Silver Jubilee Conference.

Your accomplishments during the past 25 years have been most impressive. They have carried the adult education movement forward to new goals in India. In addition, you have been a source of inspiration to the entire world.

We look forward during the coming years to receiving a continuing flow of information and new ideas that will be helpful to adult educators everywhere.

Please convey the warm greetings of the officers and members of the Association here in the United States to all of your members as you start your second quarter century of active service.

**Adult Education Association**  
**of the U.S.A.**

On the occasion of the Silver Jubilee of your Association I wish to send you from the adult education movement in New Zealand the heartiest congratulations on what has already been accomplished with best wishes for the future success of your efforts in the tasks that lie ahead. As one who has seen at first hand something of the work of your Association, I have been most impressed with the enthusiasm, devotion, and self sacrificing service that so many of your members have given to the cause of adult education. I hope that with a growing recognition of the fact that investment in education produces the highest return of all forms of investment, and that the greatness of a nation consists not in the outward and visible signs of strength but in the quality of its people, your work in the years to come will gain greater support and influence.



If the courage, vision and devotion that have marked the first twentyfive years are maintained, I am confident you will build a nation that can truly be regarded as great. New Zealand's best wishes are with you in your efforts.

National Council of Adult  
Education, New Zealand

"Please convey to the Conference our warmest congratulations on the achievements of the Association during the past twenty five years and our best wishes for success in years ahead".

ARNOLD S.M. HELY  
Chairman,  
Adult Education Association  
of Australia.

"Best Wishes for success of conference and future work."

FRIEDRICH EBERT FOUNDATION  
Bonn, Germany.

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- |     |  |                |
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| 3.  | „ Abdul Hamid, Hamdard Dawakhana Trust                           | Member         |
| 4.  | „ Atma Ram Suri, Acme Batteries Ltd. Shahadra                    | „              |
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